



## Sacramento SCDD RAC Regional Advisory Committee Agenda



Date	Tuesday, October 15, 2019
Time	10:00 a.m. - 1:00 p.m. (1:00-2:00 informal networking)
Location	3831 North Freeway Blvd. Suite 125, Sacramento, CA 95834. (Large Conference Room in SCDD office). If lost call 916-715-7057.

Pursuant to Government code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Kathy Brian at (916) 263-8133 or by email to: [kathy.brian@scdd.ca.gov](mailto:kathy.brian@scdd.ca.gov). Requests must be received by 5:00 p.m., October 5, 2019.

- 1) Call to Order, Chairperson, Karen Mulvany (FA) 10:00 a.m.
  - a. Welcome RAC Members & Introductions
  - b. What does Inclusion mean to you?
- 2) Approval of RAC Agenda, Karen Mulvany (FA) (action)
- 3) Approval of RAC Minutes, 8/20/2019, Karen Mulvany (FA) (action)
- 4) Brief reports from RAC members on issues in their counties (2-3 min. each)
- 5) Public Comment Period  
This item is for members of the public to provide comments and/or present information to the RAC on matters not on the agenda. Each person will be afforded up to three minutes to speak.
- 6) Alta California Regional Center update on services, ACRC
- 7) Presentation on Statewide Self-Advocacy Network (SSAN) Report, Lisa Cooley (SA)
- 8) Sacramento Regional Office Updates Sonya Bingaman/Kathy Brian (staff)
  - a. Supported Life Conference; Self-Determination Program Update; PG&E Power Outages; Job Fair; Education Trainings; & other regional events.
- 9) Agenda items for next meeting (12/17/19), Karen Mulvany (FA) (action)
- 10) Approve schedule for 2020 RAC meetings, Karen Mulvany (FA) (action)
- 11) **Training on Competitive Integrated Employment and Job Development**, Kathy Brian, SCDD & Kelly Wiley, Job Developer, INALLIANCE **1:00-2:00 p.m.**
- 12) Adjournment – Karen Mulvany (FA)

**Special Note:** This is a public meeting, everyone is welcome to attend. Your input, comments, concerns, suggestions, are all welcome! We look forward to meeting you!





# Sacramento RAC

## Regional Advisory Committee Minutes

### DRAFT

Date	Tuesday, August 20, 2019
Time	10:00 a.m. - 1:00 p.m.

Members Present	Members Absent	Others Attending
Karen Mulvany (FA)	Glenda Servantes (FA)	Nicole Mion, Help Me Grow
Nancy Esparza (SA)	Jane Taylor (FA)	Mike, staff to Tyson Whitman
Elaine Linn (FA)	Jesana Tran (FA)	Joyce McNair (FA) Council Member
Tyson Whitman (SA)		Lisa Cooley (SA) SSAN
Donnell Kenworthy (FA)		Jennifer Cole, CAPC
Benita Ayala (FA)		Kim Brown (FA)
Christine Hickey (FA)		Maria Nagle
Brandy Boyd (FA)		John Adams, ATOU
Benita Ayala (FA)		Cindy Le, ACRC
		Jamie Elliott
		Barcelona Boyd, (SA)
		Ravita Devi, SCDD Staff
		Kathy Brian, SCDD Staff
		Sonya Bingaman, SCDD Staff

- 1) Call to Order, Chairperson, Karen Mulvany (FA) 10:00 a.m.
  - a. Welcome RAC Members & Introductions
- 2) Approval of RAC Agenda, Karen Mulvany (FA) (action)

1<sup>st</sup> Christine Hickey      2<sup>nd</sup> Donnell Kenworthy    Abstain- None
- 3) Approval of RAC Minutes, 6/4/2019, Karen Mulvany (FA) (action)

1<sup>st</sup> Christine Hickey      2<sup>nd</sup> Donnell Kenworthy    Abstain- Brady, Boyd
- 4) Jen Cole, Community Engagement VISTA, Child Abuse Prevention Center- Mini Grant Opportunity
  - Described grant opportunities for community members serving children ages 0-5 years. Distributed the flyer.
- 5) Brief reports from RAC members on issues in their counties

### Christine Hickey (FA)– Sutter County

- FamilySoup Family Resource Center has many ongoing and one-time classes (Play and Learning Support; Scrapbooking Support Group; Autism Group; Sibling Support; Early Start to District; Applied Behavior Analysis/504/IEPs. Please see their website: <http://www.familysoup.org/> for more information.

### Donnell Kenworthy (FA) - Yolo County

- Destiny Church, August 9<sup>th</sup>, served 49 families. Doing activities and connecting people. Sign-up on the website and get on the list to qualify for Sacramento county.
- Attended UCD Summer Institute. Enjoyed the panel on the Transition Tract.
- Attending ongoing MCDAC (Med-Cal Dental Advisory Committee) and Special Needs Dentistry collaboratives.

### Elaine Linn (FA) - At-Large

- Family Voices of California. Looking into respite issues. Lanterman Act discussion.
- Improve discharge, UC Davis has integrated new policies for special needs patients.
- Attended National Down Syndrome Congress Convention. In other states the disabled children can take whichever classes they want and they can get a diploma. They do not have to meet the State standards. In California the children must have a certain number of classes to receive a diploma.

### Benita Ayala – Sacramento County

- Attended Liz Harrell's presentation on Self-Determination which included Independent Facilitator and Person Centered Planning segments.
- Talked about Fly Brave Foundation's activities <https://www.flybrave.org/>
- She and Christopher visited the Woodland Police Department and had a very educational experience with the officers.

### Tyson Whitman- Placer County

- Had issues with Roseville HUD but got them resolved and now his rent is \$0!
- He applied for Cal-Fresh and is receiving \$192 per month.
- Attended the Get Safe Training on how to stand-up for himself.

### Nancy Esparza- At-Large

- Having a sale on art, 30% off every Friday at Studio 700, Roseville.
- Did presentation on Health and Wellness where she taught about diabetes at the Self- Advocacy Conference, May 2019. She received a summary of the comments and they were very positive.

#### Brandy Boyd- At-large

- Attended UCD Summer Institute and enjoyed the Panel of Self-Advocates.
- She is a Commissioner on the Sacramento City Disability Advisory Commission. It meets on Wednesday, September 4<sup>h</sup> at 6.00PM, topic will be Share Ride-ables such as JUMP Bikes and Scooters. She encouraged people to attend and give comments and share pictures or issues. They are working to review City development plans at earlier phases so they can have more input to make buildings be more accessible. They were able to give input on the North Sac Swimming Pool Project.
- 22Q Family Meeting at UCD Mind Institute on October 12, 2019.
- Warmline <http://www.warmlinefrc.org/> will be screening “Hearts of Glass” on October 19, 2019. There will be a panel which will include Kristin Wright, Dept. of Special Education Director. Warmline has a variety of classes including Mindful Me – Yoga, Relax and Recharge for Parents; Sibling Workshops. They have extra meeting space available. Sign up for their Newsletter in English and Spanish.
- Working to develop a “Coffee and Me” with Sacramento Police Department soon.
- Her daughter attended the meeting. She graduated high school and is navigating ACRC, DOR, SSI, IHSS. Going to attend community college and study Deaf Studies.

#### Karen Mulvany- El Dorado County

- Attended Get Safe training and it was very energized and informing.
- Attended El Dorado’s Human Rights Commission where prone restraint issues were discussed. More discussion and education is needed.
- John Decker was promoted to Supervisor of Community Services at ACRC.
- Applied for Cal-fresh for her daughter, getting money monthly. There were some complexities in the application process but she got it resolved. Daughter is receiving \$192 per month. Now processing Section 9

application. She is learning whether a Special Needs Trust is exempt from income calculations.

- Attended the DS Task Force on 7/31/10. They are seeking new members.
- Daughter is now using a 4<sup>th</sup> Supported Living Services agency in 3 years. The staff have remained consistent. Agencies keep failing.

#### Joyce McNair - Sacramento County Council Member Report

- Got appointed onto the SCDD Council and will be serving as a Sacramento representative. She will no longer be a RAC member.
- Talked about SCDD Statewide Grant Cycle 42, and the \$455,000 awarded for 2 new projects. \$30,000 will be reserved to offer Grant Writing Workshops. There were 40 applicants and two are selected.

#### 6) Public Comment Period

Nicole Mion, Help Me Grow- Yolo county.

- Services Children from Infant to 5 years who are experiencing developmental delays in Woodland area. Therapists will be a part of play groups. Focusing on 32-36 month olds. Can be reached by phone (844) 410-4769.

#### 7) Alta California Regional Center update on services, ACRC

- No report.

#### 8) Statewide Self-Advocacy Network (SSAN) Report, Lisa Cooley (SA)

- Cal Fresh Presentation coming up in September, also known as Food stamps.
- Next Meeting for SSAN on September 4 and 5 at Crown Plaza Hotel.
- Crowne Plaza Address: 5321 Date Avenue, Sacramento, CA 95841.
- Missed the June SSAN meeting.

#### 9) **Sacramento Regional Office:** Updates-Sonya Bingaman and Kathy Brian (Staff A.) Grant 41 Update; Supported Life Conference; Self-Determination Program Update; UCD Summer Institute; PG&E Power Outages; Regional events.

**1.1 The Council will increase knowledge about self-determination and person-centered planning by monitoring, supporting and actively engaging in the implementation of the Self-Determination Program.**

- Distributed Self-Determination information throughout 10-county area.
- Attended the Self-Determination Advisory Committee at Alta California Regional Center.

- Staff participated in the local Self-Determination Advisory Committee meeting (SDAC) at ACRC.
- Staff convened meeting to begin planning of 8-hour Independent Facilitator training.
- Provided and information table at the UCD MIND Institute Summer Seminar
- Participated in the local Self-Determination Advisory Committee at Alta California Regional Center.
- Met with Alta California Regional Center to plan for Self-Determination Program trainings this Spring.
- Staff planned with self-advocate a date/time to meet the People First group in So. Lake Tahoe in September.
- Staff co-lead 2 Self-Determination Orientation Trainings with ACRC staff to 9 family advocates and 2 self-advocates and 3 professionals.
- Staff supported Lisa Cooley, SSAN Representative and member of ACRC CAC, to offer training on SCDD & The Promotion of Self-Advocacy to the Consumer Advisory Committee (CAC) of Alta California Regional Center.
- Staff participated in Financial Management Services training to 5 self/family advocates.

## **2.1 The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.**

- Participated in the Yolo County Job Fair by supporting the self-advocate attendees to the workshops and with navigating the job fair and meeting employers if requested.
- Staff participated in planning meeting for the Association of California State Employees with Disabilities (ACSED) Symposium to take place in September.
- Staff provided the Business Advisory Council (BAC) with information on an opportunity to the State Workforce Development Board's Request for Applications for its \$11 million Breaking Barriers to Employment Initiative.
- Attended and participated in the Supported Life Conference Planning meeting.
- Attended the Yolo County Workforce Innovation Board meeting.
- participated in the planning committee for the ACSED (Association of California State Employees with Disabilities) to organize a State Hiring Symposium in September 2019.
- Connected April Wick of Resources for Independent Living (RIL) and Carole Watilo, Director of Progressive Employment Concepts; Lori Banales, Alta California Regional Center; and a Futures Explored Job Developer, to discuss the opportunity of hiring individuals with I/DD to be Census 2020 workers.



- Staff trained 18 professionals/Sa/FA at the Community Living Implementation Council (CLiC)/Advisory Council for the Aging Disability Resource Connection (ADRC) for Nevada County.
- Staff provided a training titled "Improving understanding and supports to increase employment for people with I/DD" to 30 professionals from workforce agencies.

### **3.1 The Council will work with housing entities to increase the development and/or provision of community housing for people with I/DD.**

- Participated in planning meeting for the Sacramento Regional Affordable Housing Summit which is scheduled for December 18 in Sacramento.
- Staff provided an information table at the Aging and Disability Conference in Grass Valley.
- Attended the Residential Vendor Forum at Alta California Regional Center (ACRC)

### **3.2 The Council will identify and decrease barriers to housing for people with I/DD.**

- Attended ACRC Supported Living Services Vendor Forum.
- Attended the Residential Vendor Forum at ACRC.

### **4.1 The Council and its federal partners will increase knowledge and awareness for people with I/DD and their families about the availability of and access to health and public safety-related services and supports.**

- Staff attended the Nevada County Aging and Disability Conference and staffed an information table with safety information including flyers on Emergency preparedness, Go-Kits and Personal Safety magnet. The Feeling Safe Being Safe folders were handed out to 160 conference attendees.
- Staff met with staff at the Office of Emergency Safety (OES) to provide Emergency Preparedness folders for distribution for their information fairs.
- Participated on the Yolo Aging and Disability Resource Connection (YADRC) Steering Committee Meeting.
- Presented trainings on Developmental Disabilities to the Sacramento Police Department.
- Attended and participated in the Yolo County Children's Alliance Meeting.
- Staff presented an information table at the UC Davis MIND Institutes Summer Institute.
- Staff created a listing of all IHSS office contact information flyer for people with I/DD who receive IHSS services from Sacramento, Placer Nevada, Sierra, Alpine, El Dorado, Yuba, Sutter, Colusa and Yolo counties.



- Staff attended the PG&E Wildfire Safety Open House in Placerville and met with Deirdre Walke, ADA Program Manager/Customer Care. Shared information on Emergency Power Shutoffs to I/DD community.

**4.2 The Council, its federal partners, and self-advocates will increase information and training to law enforcement, court personnel, health care providers, and/or other care professionals about disability-related health and safety issues.**

- Staff attended the Yolo Aging and Disability Resource Connection (YADRC) Advisory Meeting for collaborating with providers of services that will benefit and support the needs of people with I/DD.
- Staff collaborated with ACRC to offer a 1-hour training on Dental Care & People with Developmental Disabilities to the Med-Cal Dental Advisory Committee.
- Staff provided training to Sacramento Police Department (40 new recruits and 10 sergeant-at-arms from the Capitol) as part of the Crisis Intervention Training. Staff provided a 2-hour segment on IDD and Interactions with Law Enforcement. Staff graduated from the 11-week long Citizen's Academy Class offered by the Sacramento District Attorney's Office.
- Staff participated in the Community Living Implementation Council (CLIC) and Aging and Disability Resource Connection (ADRC) in Grass Valley (Nevada County).
- Staff completed a ride-along with Community Care Licensing (CCL) staff on a surprise annual review of a large DD day program in Roseville.
- Staff provided an 8-hour interactive training on interviewing techniques with people with IDD to 30 Licensing Program Analysts and supervisors at the Department of Social Services/Community Care Licensing.
- Staff participated in the Health Net/ California Health and Wellness Disability Advisory Committee.
- Staff participated in a 10-hour ride-along with the Sacramento Sheriff Department.
- Staff participated in the planning meeting of the UC Davis MIND Summer Institute.
- At the request of the West Sacramento Fire Department in Yolo county, 10 copies of safety information and materials were mailed to the Fire Department to distribute as needed.
- Staff met with Dr. Craig Swanson, PhD, Children's Services Medical Director of Sutter Children's Center and discussed the issue of access to general anesthesia and hospital dentistry for children and adults with IDD.
- Staff participated in the Medi-Cal Dental Advisory Committee - Special Needs/General Anesthesia Workgroup.

- Staff arranged for a panel of 2 child self-advocates, 2 adult self-advocates, and 2 parent advocates to share their stories and answer questions during the Get Safe train-the-trainer police trainings at the Sacramento Police Training Facility.
- Staff met with 3 staff from Disability Rights California to discuss police trainings they provide and SCDD provides and discuss possible future collaborations.
- Staff participated in the Medi-Cal Dental Advisory Committee. Dentist Rodney Bughao gave an update on Special Needs General Anesthesia as a response to the training provided by ACRC and SCDD at the last meeting.
- Staff participated in a Sacramento County Sheriff's Department Ride-Along on June 21st with Deputy Tinley Seitz.
- Staff facilitated a meeting between El Dorado Sheriff's Department PERT Team and ACRC to understand services provided and what to do in cases of emergency.

### **5.1 The Council and its federal partners will increase knowledge and awareness of developmental milestones and intervention services for families of young children.**

- Staff shared information on the NICU Family Symposium with Robin Hansen, UCD Mind Institute/UCEDD and connected her with Lisa Beauchamp, NICU Family Alliance to be involved in this event.
- Staff hosted and participated in the collaborative of early start individuals organizing the NICU Family Symposium 2019.
- Staff had a collaborative meeting with Disability Rights California (DRC) to gain knowledge about services regarding Applied Behavior Analysis (ABA) supports for school-aged children/youth at school.

### **5.2 The Council, in consultation with its federal partners and other stakeholders, will increase awareness and knowledge for families and self-advocates about the availability of and access to services which support inclusive education.**

- Attended and provided information and outreach at the Think Transition meetings at the UC Davis MIND Institute in Sacramento.

### **5.3 The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans.**

- Attended the Sacramento County Developmental Disabilities Planning and Advisory Council at McClaskey Adult Center, Sacramento.

**6.3 The Council will increase outreach, training, and technical assistance to improve the quality of and access to services, including (but not limited to) Regional Centers, education, transportation, public benefits, child care, and recreation for people with I/DD and their families.**

- Attended and presented information at the ACRC Board of Directors meeting.
- Staff provided a training on CalFresh in collaboration with Russell Rawlings of Resources for Independent Living (RIL) to self-advocates at the Regional Peer Advocacy Network. Training was attended by 40 self-advocates, 7 family advocates, and 10 staff/advisors.
- Staff attended Crowning Event sponsored by Shingle Springs Chamber of Commerce. This event recognizes youth in their community who have overcome issues of disability, poverty, bullying, and so on to become inspirational students and individuals in their community.
- Staff was interviewed in a Carpool Conversation organized by A Touch of Understanding and given an opportunity to discuss the mission and goals of SCDD. The video was posted on ATOU's Facebook page and Website and linked to SCDD's social media pages.
- Attended the Placer County Aging Disability and Resource meeting in Placer County.
- Participated in the Planning Meeting for the UC Davis MIND Summer Institute on Neuro-Developmental Disabilities in Sacramento.
- Attended the Colusa/Sutter/Yuba counties Aging and Disability Resource Committee (ADRC).
- Staff presented a training on information about the SCDD roles at the Yolo Aging and Disability Resource Connection (ADRC) meeting.
- Attended the Day and Work Program Vendor Forum at Alta California Regional Center.
- Attended the Network Café coordinated by the Sacramento Food Bank and Family Services.
- Staff participated in the Nevada County Design Workshop and provided input for the Aging and Disability Blueprint being developed for Governor Gavin Newsom.
- Staff participated in the planning meeting for the Runway19 event in Folsom, to increase awareness and support for inclusive parks and recreation activities and increase funding for staff support for these activities.
- Staff met with two employees of A Touch of Understanding, a community non-profit which provides activities in school settings and other environments that increase disability awareness and inclusion.
- Staff met with the Outreach Coordinator for the Sacramento Republic Soccer Team. They are planning an Autism and Special Needs Awareness night in August and he toured me around the stadium and described the activities and events they have planned.
- Staff presented to the Alta California Regional Center Board of Directors regarding the effects of case load ratios that exceed the statewide allowable limits.

- Met with April Wick, Resources for Independent Living, to discuss involvement with outreach and education to self-advocates regarding the 2020 Census.
- Staff provided information on the upcoming Independent Facilitator (IF) Training (11-9-19) to 45-day program/service/employment providers at Alta California Regional Center.

**6.4 The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase access to quality community-based services for people with I/DD and their families - including competitive integrated employment, housing, health, public safety, and education throughout the life span.**

- Staff contacted the following representatives to inform them about SCDD and the Get Safe POST-Certified Train-the-Trainer event and community workshops for SA/FA regarding interactions with law enforcement and individuals with IDD.
  - Representative Tom McClintock's office in Roseville (Placer county)
  - Representative Ami Bera's office in Sacramento (Sacramento county)
  - Assemblymember Richard Pan's office in Sacramento (Sacramento county)
  - Assemblymember Jim Cooper's office in Elk Grove (Sacramento county)
  - Assemblymember Kevin McCarty's office in Sacramento (Sacramento county)
  - Supervisor Nathan Jennings' office in Sacramento
  - Mayor Daryl Steinberg's office in Sacramento
  - Chief of Police, Daniel Hahn's office in Sacramento

#### **10) Agenda Items for next meeting (10/15/19), Karen Mulvany (FA).**

- Health and Safety Waivers (DDS).
- Presentation by Kelly Wiley, INALLIANCE on Job Development.
- Next meeting is scheduled for October 15th, 2019.

#### **11) Deaf Awareness Presentation by Cheryl Bella, NorCal Services for Deaf and Hard of Hearing.**

- NorCal Services for Deaf and Hard of Hearing is a non-profit, community-based organization serving Deaf and Hard of Hearing Individuals, their families and the general public in 24 northeastern counties of California.
- NorCal is Headquartered in Sacramento with outreach offices in Redding, Yuba City, and Modesto.
- Employs 50 people and contracts with several freelance interpreters and captioners.

- They provide services to Deaf and Hard of Hearing individuals by providing: Free use of Cal Jobs and Labor Market Information (LMI), Assist with Job Search, Help with resume/cover letter, Assist with Job Applications, Interview Practice, Job Support, Use of Computer & Resources and Communication Access.
- Website: [www.norcalcenter.org/edd/](http://www.norcalcenter.org/edd/)
- Sign Language Vocabulary: [www.aslpro.com](http://www.aslpro.com)
- Deaf Counseling, Advocacy & Referral Agency: [www.dcara.org](http://www.dcara.org)

## 12) Adjournment – Karen Mulvany (FA)

1:15PM

- Next Meeting on October 15<sup>th</sup>, 10am-1pm
- Location: 3831 North Freeway Blvd Suite #125, Sacramento, CA 95834.





Sacramento Regional Office

3831 N. Freeway Blvd. Ste. 125, Sacramento, CA 95834

916-263-8134

## Schedule for 2020

### Regional Advisory Committee (RAC) Schedule

FEBRUARY		
RAC Meeting		Tuesday, February 11, 10am-1pm
APRIL		
RAC Meeting		Tuesday, April 21, 10am-1pm
JUNE		
RAC Meeting		Tuesday, June 16, 10am-1pm
AUGUST		
RAC Meeting		Tuesday, August 18, 10am-1pm
OCTOBER		
RAC Meeting		Tuesday, October 20, 10am-1pm
DECEMBER		
RAC Meeting		Tuesday, December 15, 10am-1pm

\*Please call office to double check dates and locations, in case of changes.

NOTE: All are welcome to attend. RAC members should notify SCDD Sac staff, at least 2 days prior to the meeting, if they are unable to attend.







# Employment Information & Resources



# Competitive Integrated Employment (CIE)

## Overview

### CIE Includes:

- Work in an integrated setting
- Minimum wage or above
- Employee benefits and equal promotional opportunities

### Agencies mandated to assist individuals to achieve CIE include:

- School Districts, CA Dept. of Education (CDE)
- Regional Centers, CA Dept. of Developmental Services (DDS)
- CA Department of Rehabilitation (DOR)

**Regional Centers assist individuals with CIE by securing services and supports to maximize opportunities and choices for living, working and recreating in the community:**

- ❖ Supported Employment
- ❖ Independent Living Skills
- ❖ Vocational Education
- ❖ Self-employment resources
- ❖ Mobility training and related transportation services to assist in achieving CIE

### Settings that are **NOT** CIE:

- Day Programs that typically provide non employment-related services during the day, commonly in segregated settings
- Work Activity Centers/Sheltered Workshops that typically take place in a segregated setting and offer compensation below minimum wage
- Enclaves (segregated group employment) settings that typically pay less than minimum wage

### What is the Competitive Integrated Employment (CIE) Blueprint?

Launched in 2014, finalized in 2017, the CIE blueprint was prepared by the CA Dept. of Education, CA Dept. of Rehabilitation, and the CA Dept. of Developmental Services. The Blueprint is the result of the commitment between the three departments to provide opportunities for Californians with I/DD, regardless of the severity of their disability, to prepare for and participate in CIE.

## The Blueprint addresses the following areas:

- Expanding joint information sharing
- Coordinating efforts across the three systems to utilize existing resources more effectively
- Increasing collaboration between departments at the state level, and entities at the local level, to better plan, implement, and evaluate services to increase competitive integrated employment
- Increasing participation of individuals with I/DD in the California workforce development system
- Improving business partner engagement with regard to hiring individuals with I/DD in both the public and private sectors
- Offering individuals, their support network, and business partners, information and technical assistance related to CIE

## Competitive Integrated Employment Resources

- Competitive Integrated Employment Blueprint: [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)
- WIOA: <https://www.doleta.gov/wioa/>
- Disability Benefits 101: <https://ca.db101.org/>
- Rehabilitation Services Administration (RSA)
- CECY: <https://www.semel.ucla.edu/tarjan/cecy>
- U.S. Dept. of Labor's Office of Disability Employment Policy: <https://www.dol.gov/odep/>
- LEAP Certification: <http://www.dor.ca.gov/LEAP/index.html>
- Diversity Inc. Top 50 List: [www.diversityinc.com/the-diversityinc-top-50-companies-for-diversity-2017](http://www.diversityinc.com/the-diversityinc-top-50-companies-for-diversity-2017)
- National Center on Workforce and Disability: <http://www.onestops.info>
- Think Beyond the Label: [www.thinkbeyondthelabel.com](http://www.thinkbeyondthelabel.com)
- SCDD's Employment Data Dashboard: [https://scdd.ca.gov/employment\\_data\\_dashboard/](https://scdd.ca.gov/employment_data_dashboard/)
- Job Accommodation Network: <https://askjan.org>
- Contact your local State Council on Developmental Disabilities Regional Office:  
Sacramento Regional Office (916) 263-3085

# California's Employment First Policy

Signed into law on October 9, 2013 by Governor Edmund G. Brown  
The Lanterman Act, Section 4869(a)(1)



"It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities."

## What Does This Mean?

It is now the state's highest priority to make integrated competitive employment a real choice for people with developmental disabilities. Integrated competitive employment is a job at a workplace among individuals with and without disabilities. It will be a full or part-time position at or above minimum wage. Self-employment is another option.

## Getting Help

Students need to ask the school to prepare them for getting a job in their community making at least minimum wage. Students can ask for integrated work experiences. These goals should be in the student's Individual Education Plan (IEP) or Individualized Transition Plan (ITP). People can ask their regional center service coordinator to put integrated employment supports in the Individual Program Plan (IPP). The service coordinator can assist people to request employment supports from the Department of Rehabilitation. After leaving school, the regional center can purchase services which will help people obtain and maintain integrated competitive employment.

## Getting Work

It can be a lot of work to get a job. It is a good idea to find out: What am I good at? What do I like to do? What kind of workplace will I do well in? Higher education and vocational training can be used to prepare for a job you want. Volunteer work or job exploration is a good way to see if you like a particular job. With the right help, you can get a job and get paid well.

**MORE INFORMATION** on the Employment First Policy can be found on the website of the State Council on Developmental Disabilities at [www.scdd.ca.gov/ef](http://www.scdd.ca.gov/ef). This site also has information on how well California is doing making employment a real option for people with developmental disabilities. In depth information on the affect of employment on public benefits, such as SSI and Medi-Cal, can be found at [www.ca.db101.org](http://www.ca.db101.org).

**FOR MORE INFORMATION ON YOUR OWN OPTIONS**, contact your school, regional center or the Department of Rehabilitation and ask what they can do to support you or your family member to work, earn, and contribute.





"Having this job makes me successful because I have learned a lot of things. This job makes me happy because even though I'm the person that I am, they accept me here for who I am, and they give me support."

~ Selesté  
Lawrence Berkeley  
National Laboratory



"Being in school will help me get a better job. I like the teachers too. They're very nice. They help me with what I need"

~Jasmine  
East LA College

### What the Employment First Policy Means to *Families*

- With the right supports, children with developmental disabilities can get an integrated full or part time job that pays at least minimum wage.
- With proper planning, public benefits such as SSI and Medi-Cal can be protected (see [www.ca.db101.org](http://www.ca.db101.org)).
- People with all types of disabilities can make money, contribute, be involved citizens, meet people, and make friends through their work.
- Families can talk about work and career around the dinner table, give their children responsibilities at home to develop a work ethic, help their children explore their interests, and encourage schools to prepare students for work or for higher education.

### What the Employment First Policy Means to *Regional Centers*

The first option to consider in the IPP is integrated competitive employment. Regional centers must inform people that integrated work at regular pay is a real option and discuss available services and supports to help people become employed. Regional centers and providers have services to support people with developmental disabilities who want to work. To see great examples of people having the supports they need to succeed, go to [www.scdd.ca.gov/ef](http://www.scdd.ca.gov/ef).

### What Employment First Policy Means to *Schools*







- Prepare students for transition to work no later than 14-16 years of age.
- The IEP and ITP should include work experiences.
- People with developmental disabilities require an education that prepares them for integrated competitive employment, or prepares them for post-secondary education. There are great examples (see [www.scdd.ca.gov/ef](http://www.scdd.ca.gov/ef)) of students with developmental disabilities having work experiences, transitioning to post-secondary education and integrated competitive employment.





# College and Employment Resources for People with Intellectual and Developmental Disabilities

The Supported Life Institute, working under a Grant from The State Council on Developmental Disabilities – Sacramento Regional Office, completed four major projects in 2018. These booklets and videos are meant to inform individuals, their family members, service providers, and community members about the transition process and supports in postsecondary education and employment. Please review these materials and share their links far and wide.

<p><b>Success In College</b> Advice and Strategies from College Students and College Graduates who have Developmental Disabilities (18 page booklet)</p>	<p><a href="http://www.scdd.ca.gov/sacramento">www.scdd.ca.gov/sacramento</a> or <a href="http://www.supportedlife.org">www.supportedlife.org</a></p> 
<p><b>Success In the Workplace</b> Advice and Strategies from Professionals who have Developmental Disabilities (20 page booklet)</p>	<p><a href="http://www.scdd.ca.gov/sacramento">www.scdd.ca.gov/sacramento</a> or <a href="http://www.supportedlife.org">www.supportedlife.org</a></p> 
<p><b>Animated video on Transition-aged students!</b> Get information and inspiration for going to college (5 minute video)</p>	<p> <b>YouTube</b></p> <p>Search: College Resources for Young Adults with Disabilities</p> 
<p><b>YouTube Channel called College Students and Professionals with Disabilities Project</b> Many brief videos of individuals sharing their experiences in high school, college, employment, and accessing a variety of support services/agencies</p>	<p> <b>YouTube</b></p> <p>Search: College Students and Professionals with Disabilities Project</p> 

If you have questions/comments, please contact us at 916-263-8134 [sacramento@scdd.ca.gov](mailto:sacramento@scdd.ca.gov)



# Employment First

## **State Council on Developmental Disabilities**

An Employment First Policy Summary developed by California's State Council on Developmental Disabilities (SCDD).

<http://www.scdd.ca.gov/>

State of California Developmental Disabilities System Employment Data Dashboard

[http://www.scdd.ca.gov/employment\\_data\\_dashboard.htm](http://www.scdd.ca.gov/employment_data_dashboard.htm)

## **Department of Rehabilitation**

On July 22, 2014 the **Workforce Innovation and Opportunity Act** (WIOA) was signed into law. This landmark federal legislation makes significant changes to vocational rehabilitation and independent living programs in California and across the United States. WIOA, which replaces the Workforce Investment Act of 1998 and amends the Rehabilitation Act of 1973, is designed to help job seekers access employment, education, and support services to succeed in the modern labor market. <http://www.dor.ca.gov/Public/WIOA-Information.html>

**California Competitive Integrated Employment (CIE):** Blueprint for Reform for Individuals with Disabilities

<http://dor.ca.gov/Public/CIE-MOU.html>

## **Department of Developmental Services**

The Work Services Program provides work and community integration opportunities through **Supported Employment Programs (SEPs)** and **Work Activity Programs (WAPs)**. These programs are available to persons who are Regional Center clients. If you or someone you know is interested in one of these programs contact your Regional Center representative for help. <http://www.dds.ca.gov/WorkServices/Home.cfm>

## **California Department of Education**

Resources and guidelines for educators, parents, and agencies that will assist transition age youth develop postsecondary goals that lead to competitive, integrated employment (CIE).

<http://www.cde.ca.gov/sp/se/st/employmentfirstpolicy.asp>

## **Alta California Regional Center**

Alta California Regional Center (ACRC) acknowledges and supports the value of work in integrated community settings. Therefore, ACRC shall give the highest priority to promoting opportunities for integrated, competitive employment for individuals with intellectual and/or developmental disabilities, regardless of the severity of their disabilities. This Employment First Policy and the activities of the Planning Team shall first honor and respect the rights of the people we serve to make individual informed choices regarding preferred activities when considering the option of integrated competitive employment.

<http://www.altaregional.org/general-information/board-policies> [Employment First Policy](#)

## **California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities** (aka CECY, pronounced SEE-SEE)

A collaboration of 45+ representatives of 23 state agencies, centers, and organizations, families, and self-advocates with responsibilities for the education, rehabilitation, employment, and support of youth with disabilities.

<http://www.semel.ucla.edu/tarjan/employment>

## County One Stop Job Centers

### EMPLOYMENT ASSISTANCE

#### Job Seekers

##### Resource Room Services

Job seekers can access a wide range of free services in our Resource Center. It offers internet access to [CalJOBS](#) and other on-line employment databases and online resources. Staff assistance is available to help those job seekers with job search activities such as developing resumes, completing applications, accessing labor market information, certifying typing speed and providing referrals to other valuable services. Computers, fax machines, printers and telephones are available for customers to use in their job search efforts.



##### Resource Room

##### WIA Services

##### EDD Services



#### Job Search & Placement

In addition to the Resource Room services, eligible individuals may also receive one-on-one services from a trained employment counselor. These services include skills assessing, job search assistance, resume development, interview skills and coaching, job referrals and much more. After a successful job placement, follow-up services are available to maximize your continued success in the workplace.

#### Career Assessment & Planning

These services are designed to help individuals develop short term or long-term career goals and then determine what they need to do to reach those career or employment goals. Utilizing a variety of assessment tools, counselors can help identify your current state of work readiness and then provide options for selecting and achieving new directions. Information about on-line self-assessments and career planning tools is also available.

### **Labor Market Information**

LMI is extremely useful for someone seeking a specific employment opportunity or researching the options for a new career directions. LMI includes industry trends for growth and decline, the numbers and locations of job opening, skills needed, education and training requirements and prevailing wage data. LMI from local, regional and government agencies provide valuable information to assist you in making sound employment decisions.

### **Classroom Training & Workshops**

The One Stop Center is the leading source of information on available training options. Whether you want to pursue new vocational skills, upgrade your existing skills, pursue a GED or learn how to deal with issues affecting you in the workplace, we can provide you with information on the available training opportunities. We have information about public and private training providers, full and part time training options, eligibility requirements, training locations, time requirements and training costs. Eligible individuals may qualify to receive limited financial assistance for work related training.

## **Contact Information**

<https://www.careeronestop.org>





# Tailored Day Services

## Information for Consumers and Family Members

### Tailored Day Services

#### Maximize Individualized Choices and Needs . . .

- ✧ *Target increased integration and inclusion*
- ✧ *Further opportunities to develop or maintain employment*



- ✧ *Further opportunities for volunteer activities*



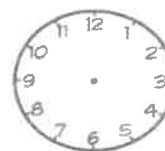
- ✧ *Further opportunities to pursue postsecondary education*



- ✧ *Provide customization through directed services*
- ✧ *Offer flexibility by having the option to choose tailored day services, instead of any other regional center-vendored day program, look-alike day program, supported employment program, or work activity program*

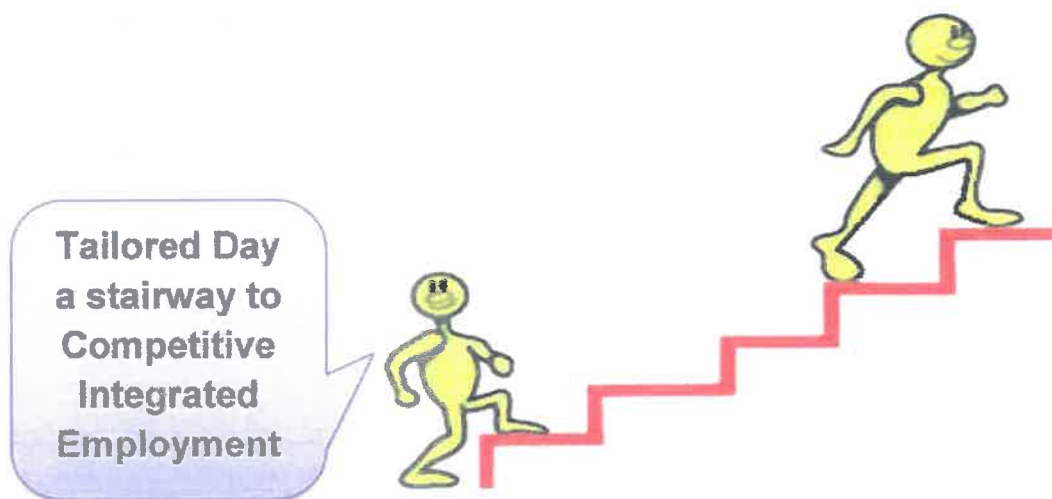
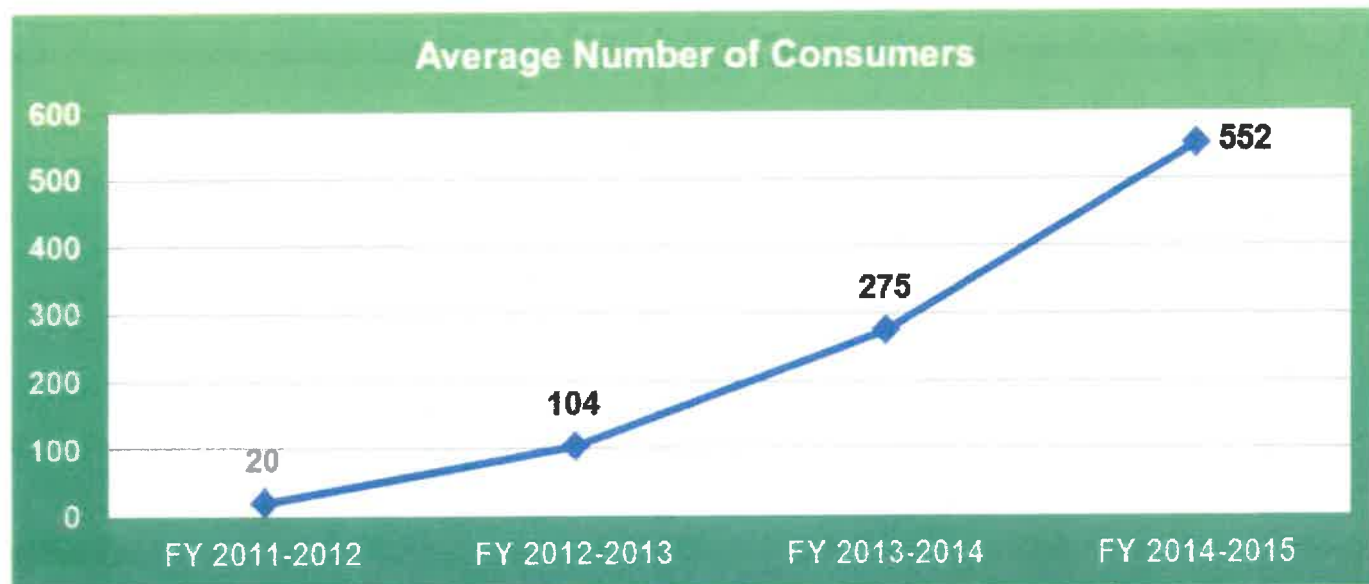
#### ✧ *More About Tailored Day Services . . .*

- ✧ *The consumer may request information about tailored day services from the regional center at any time*
- ✧ *The consumer may request an Individual Program Plan meeting to secure **these** services.*
- ✧ *The types and amounts of tailored day services are decided in the Individual Program Plan process*
- ✧ *Fewer days or hours than in the program's approved day program, look-alike day program, supported employment program, or work activity program design are provided*



- ✧ *The regional center must ensure that each vendor complies with the consumer's Individual Program Plan, individual choice, and health and safety needs*

# Tailored Day Program



Data from DDS Purchase of Service System Tailored Day Services 6/17/14, 8/19/14, 11/13/14 & 8/20/15.



# Rights







## **Your Child's Rights**

### **Free and Appropriate Education (FAPE)**

#### **What FAPE Requires a School to Do -**

- Provide special education to meet the unique needs of your child. This means specially designed instruction. For example, a child with reading issues might be taught with a multisensory reading program.
- Provide related services to help your child benefit from special education. Related services may include things like speech therapy, counseling or even transportation.
- Provide these services at no charge.
- Provide accommodations and modifications that help your child learn and participate in the general education curriculum. Some examples of accommodations include audiobooks, extra time on tests and preferential seating. See a list of common accommodations and modifications.
- Create an Individualized Education Program (IEP) for your child. This is a written plan for your child's special education experience at school. By law, an IEP must include things like services, progress monitoring, annual goals and more. See a visual breakdown of an IEP.
- Teach your child in the least restrictive environment (LRE). As much as possible, your child should be learning alongside students who don't receive special education. Placement in a separate class is only allowed if it's necessary to meet your child's needs.

#### **What FAPE Does Not Require a School to Do -**

- Provide the best services possible for your child, or "maximize" your child's potential. Rather, it must provide services that are "reasonably calculated" to help your child make progress.
- Provide a specific program or class setting that you want for your child. You're a member of the team that creates the IEP and can give input. However, FAPE doesn't guarantee your child a specific educational program, like Orton-Gillingham instruction. The IEP team makes the final decision.
- Guarantee your child a spot in an extracurricular activity or sport. FAPE doesn't give your child a right to preferential treatment for clubs and sports. However, the school must give your child an equal opportunity to participate.

At times, you may disagree with the school about what specific services FAPE requires. If so, it's important to negotiate and work with the school on a solution. You also have the right to ask for dispute resolution.

# Important Terms to Know

## Accommodation

An accommodation is a change in teaching techniques, materials or environment. Accommodations can help students work around or overcome weaknesses. This can level the playing field for kids with learning and attention issues. For example, if your child has trouble with writing, she might be allowed to answer test questions orally. Even with that accommodation, though, she's expected to learn the same content as other kids.

## Modification

A modification is a change in what a student is expected to learn and demonstrate. For example, instead of being asked to write an essay *analyzing the outcomes* of three major battles during the American Revolution, your child might be asked to describe in writing *the basic facts* of three American Revolution battles. Modifications are often confused with accommodations, but they're not the same thing. Learn about the key differences.

## FAPE

Children with disabilities—including eligible learning and attention issues—have the right to free and appropriate public education (FAPE). FAPE is one of the most important terms to know for your child. It ensures that she receives an education that is "appropriate"—it meets her individual needs. Learn more about FAPE.

## LRE

Least restrictive environment (LRE) means that students with disabilities have to be educated in the same setting as students without disabilities as much as possible. "Setting" refers to a general education classroom. For example, if your child has dyslexia or ADHD and needs specific supports and services to succeed in the general education classroom, the school has to offer those supports and services.

## IDEA

The Individuals with Disabilities Education Act (IDEA) is the federal law that guarantees the right to FAPE and the right to be educated in the least restrictive environment. IDEA serves students with disabilities in a number of other ways, too.

## IEP

An Individualized Education Program (IEP) is a legally binding document. If your child qualifies for special education, this is a very important document for you and your child. It spells out your child's educational goals, academic challenges and strengths. It describes how she's currently doing academically. It also lists when and where your child will receive special education services and accommodations.

## **PLAAFP or PLOP**

PLAAFP is short for present level of academic achievement and functional performance. It's also known as PLOP (present level of performance) or PLP. All three of these acronyms refer to the same thing. If your child has an IEP, PLOP serves as the starting point, or baseline, for the coming year's IEP. It explains your child's academic skills (like reading level) and daily life skills (such as the ability to hold a conversation). This plays an important role in setting annual goals for the IEP.

## **FBA**

A functional behavioral assessment (FBA) is a process used to try to solve a child's behavioral problems. It can uncover why a student is having behavioral issues by identifying social, emotional and environmental causes. The school then writes a behavior intervention plan (BIP), which outlines how to address the issues.

## **IEE**

IEE stands for independent educational evaluation. This is different from an evaluation given by the school. Professionals who are *not* school district employees conduct IEEs. Parents sometimes request an IEE if they disagree with the results of the school's evaluation of their child. Sometimes the school requests an IEE when they don't have the right experts to evaluate a specific issue a student might have. You have the right to request that the school pay for an IEE. Whether or not the school ends up paying for an IEE, it has to consider the results.

## **Due process**

Due process is the legal method you can use to formally disagree with the school. You must file a written complaint to begin the process. The complaint could have to do with your child's eligibility for special education services or the types of services she receives. It's important to understand your legal rights under due process.

## **Prior written notice**

Prior written notice is a formal letter the school sends to parents. It's also a legal right under IDEA. Any time the school district denies, refuses or accepts a parent request for an evaluation or change to special education services, it must give prior written notice. It explains what the school plans to do or refuses to do. Find out when schools send prior written notice.

## Questions to Ask Before the IEP Meeting

- What is the goal of this IEP meeting?
- Can we create an agenda for this meeting?
- May I have a copy of my child's most recent IEP document to follow along as we talk in the meeting?
- Could you please provide me with prior access to copies of the notes/reports that we'll be going over?
- Who at the meeting will be qualified to interpret the results of my child's independent educational evaluation?

## Questions to Ask During the IEP Meeting

- How does everyone at the meeting know or work with my child?
- Could you tell me about my child's day so I can understand what it looks like?
- Can you explain how what you're seeing from my child is different from other kids in the classroom?
- Could we walk through the current program and IEP plan piece by piece?
- How is my child doing in making progress toward his IEP goals?
- What changes in goals would the team recommend?
- Is this a SMART goal?
  - SMART stands for Specific, Measurable, Attainable, Results-oriented and Time-bound.
  - Having SMART IEP goals can help your child get the most out of special education.
  - A SMART IEP goal will be realistic for your child to achieve and will lay out how your child will accomplish it.
- How is this goal measured and my child's progress monitored?
- How will my child be assessed according to grade level?
- Who will work on that with my child? How? When? Where and how often?
- What training does the staff have in this specific intervention?
- What does that accommodation/instructional intervention look like in the classroom?
- What support will the classroom teacher have in putting these accommodations/interventions into place?
- What can I do at home to support the IEP goals?
- I'd like to see the final IEP before agreeing to any changes suggested at this meeting. When can I see a copy?
- When will the changes to his program begin?
- How will we let my child know about any program changes?
- Can we make a plan for keeping in touch about how everything is going?
- May I have a copy of the notes the teacher referenced during this meeting?
- If I have questions about the information I've been given about my child's rights, who's the person to talk to for answers?
- Who's the person to contact if I want to call another meeting?

# Identify the strengths in kids

## Character Strengths

- Honest and trustworthy
- Caring and kind
- Helpful
- Empathetic
- Loyal
- Hardworking
- Resilient
- Independent
- Cooperative
- Eager
- Curious

## Social Strengths

- Shares, takes turns, and can compromise
- Tries to be a good conversation partner and not interrupt too much
- Puts effort into making friends and keeping them
- Is a good listener
- Likes to help and is sensitive to the needs of others
- Accepts differences in others
- Asks for help when needed
- Has ways of coping when frustrated (like not hitting)
- Knows when it's OK to follow the crowd and when to resist peer pressure
- Accepts personal responsibility for actions (good and bad)
- Can be redirected away from a negative situation to a positive one
- Doesn't argue when told by adults what to do
- Tells the truth and can apologize when needed
- Has a good sense of humor

## Language Strengths

- Uses words to express needs, wants, and ideas
- Likes talking to people
- Participates in discussions at home, at school, and with friends
- Can change tone of voice when telling a story or asking a question.
- Tells stories that have a clear beginning, middle, and end
- Uses age-appropriate grammar
- Uses lots of words and likes learning new words
- Likes learning the words in songs
- Likes listening to stories

- Can answer "who," "what," "when," "where," "why," and "how" questions in conversation (or about a story)
- Understands jokes, puns, and sarcasm

### **Literacy Strengths**

- Can rhyme and do other tasks that involve understanding the sound structure of words
- Enjoys reading or being read to
- Seeks out fun things to read like magazines and comic books
- Can sound out unfamiliar words
- Can easily recognize sight words
- Understands and uses written information (like following written directions)
- Can remember details and retell stories after reading them
- Can make predictions based on what's happened so far in a story
- Can pause when reading and return to that sentence after being interrupted
- Reads with expression, like the way an actor talks on TV shows
- Can figure out what new words mean by looking at the context or asking questions
- Makes connections between reading material and personal experiences

### **Math and Logic Strengths**

- Has strong number sense, like being able to quickly compare groups of items and know which is larger and which is smaller
- Sees and understands patterns in nature and in numbers
- Remembers math facts (like  $5 + 4 = 9$ )
- Can do mental math ("in your head")
- Uses math concepts in the real world (like cutting a recipe in half)
- Understands math terms used in word problems
- Solves puzzles or word problems
- Likes playing games that involve strategy, like chess
- Likes taking things apart and figuring out how they work

### **Study Skills Strengths**

- Understands and sets goals
- Can plan ahead
- Is a self-starter
- Can ignore distractions and stay focused on tasks
- Can think about something in more than one way (flexible thinking)
- Keeps information in mind long enough to use it in some way (working memory)
- Organizes thoughts and physical items like a backpack
- Follows rules and routines well
- Can keep track of time and obligations
- Can recognize and try to control "big feelings"
- Can pause to think through decisions or choices
- Can learn from mistakes and solve problems



- Self-advocates/asks for help
- Can work or play independently
- Works well/gets along well one-on-one
- Works well/gets along well in groups
- Has a growth mindset and believes skills can improve with effort

### **Other Strengths and Talents**

- Is creative
- Likes drawing and doodling
- Can dance, act, sing, or play a musical instrument
- Can swim or play sports
- Practices yoga, mindfulness, or meditation
- Is gentle with animals and/or younger children
- Enjoys entertaining people by telling jokes or stories
- Likes doing community service projects
- Likes problem-solving in video games

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# **Your Child's Rights: 6 Principles of IDEA**

By Matthew Saleh, J.D., M.S.

***IDEA is the federal law that provides protections for students with learning and other disabilities • Among the key provisions are the right to a free and appropriate education, placement in the least restrictive environment, and parent participation • The law also establishes safeguards to ensure enforcement***

The Individuals with Disabilities Education Act (IDEA) was enacted by the federal government to ensure that all children with disabilities are provided with "equality of [educational] opportunity, full participation, independent living, and economic self-sufficiency."

Originally adopted in 1975 and amended in 2004, the IDEA aims to curb educational problems associated with low expectations and insufficient focus on alternative research, teaching methods, and tools. Following are the six major principles of the IDEA, focusing on students' rights and the responsibilities of public schools to children with disabilities.

## **1. Free Appropriate Public Education**

Under the IDEA, every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living."

Furthermore, courts have held that the IDEA requires schools to prepare Individualized Education Plans, which confer "meaningful educational benefit" to children with disabilities. The "meaningful educational benefit" requirement includes a focus on raised student expectations, appropriate progress, and transition into postsecondary education and independent living.

Public schools and local school boards are responsible for ensuring that every child with a disability receives a FAPE.

## **2. Appropriate Evaluation**

The IDEA requires that schools conduct "appropriate evaluations" of students who are suspected of having a disability. An **appropriate evaluation** must be implemented by a team of knowledgeable and trained evaluators, must utilize sound evaluation materials and procedures, and must be administered on a non-discriminatory basis.

Children should not be subjected to unnecessary assessments or testing, and evaluations must be geared toward planning for the child's education and future instruction. Finally, an appropriate evaluation must determine and make recommendations regarding a child's eligibility for special education services in a timely manner.

## **3. Individualized Education Plan**

The Individualized Education Plan (IEP) was established by the IDEA to help ensure every child's access to a Free Appropriate Public Education. The IEP is a written document, developed by an **IEP team**, which draws upon existing evaluation information in order to meet a student's unique educational needs.

Under the IDEA, an **IEP** must include information regarding a student's present levels of educational performance, annual goals and benchmarking objectives, services and supplementary aids to be received, and a detailed explanation of instances where a student is not participating in the general classroom and why.

An IEP is also required to include information regarding consistent reporting on student progress as well as "transition" to adult life. Finally, it is required that an IEP account for the planning concerns of the parents and child, the strengths of a particular child, and the specific "academic, developmental, and functional needs" of the child.

#### **4. Least Restrictive Environment**

The IDEA places a strong emphasis on placement in a general education setting. Under the IDEA, a student is guaranteed placement in the **Least Restrictive Environment (LRE)** possible. Therefore, an IEP team must explore a number of alternatives for enabling a student to participate in the general education classroom. These may include: **classroom modifications**, supplemental aids and services, alternative instructional methods, etc.

If an IEP team determines that a student cannot be satisfactorily educated in a general education setting, then the team must make responsible efforts to determine the LRE for that student outside of the general classroom.

#### **5. Parent Participation**

The IDEA has a special provision for "parent participation in placement decisions." Under this provision, state educational agencies and local school boards must ensure that the parents of a child with a disability are members of any group that makes decisions regarding the placement and LRE of that child.

Parents have the right to equal participation in this process, and are entitled to notification of a planned evaluation, access to planning and evaluation materials, and involvement in all meetings regarding their child's placement. Additionally, parents retain the right to refuse further evaluation of their child. Both students and parents must be invited to IEP meetings, and the IDEA explicitly establishes a role for the parent as equal participant and decision maker.

#### **6. Procedural Safeguards**

Finally, the IDEA establishes procedural safeguards to help parents and students enforce their rights under federal law. The primary purpose of this requirement is twofold: safeguards protect parental access to information pertaining to placement and transition planning; and procedures are put in place to **resolve disagreements** between parents and schools regarding the placement of a student.

Under the IDEA procedural safeguards, parents have a right to review all educational records pertaining to their child, receive notice prior to meetings about their child's evaluation, placement, or identification, and to obtain an Independent Educational Evaluation (IEE) for consideration at such meetings.

If disagreements arise, parents have the right to request mediation or due process hearings with state-level education agencies, and beyond that may appeal the decision in state or federal court.

**Serving Sacramento, Placer, Nevada, Sierra, Alpine, El Dorado, Yuba, Sutter, Colusa, & Yolo Counties**

# Rights of Individuals with Developmental Disabilities

## Derechos de Personas Incapacitadas

Each person living in or receiving services in this facility has the following rights:

**Toda persona viviendo o recibiendo servicios en este lugar tiene los siguientes derechos:**



You have the right to wear your own clothes. You should be able to pick the clothes you wear.  
Tienes el derecho de usar tu propia ropa. Tu podrías escoger la ropa que quieras usar.



You have the right to keep your own things in a private place that you can get into when you want.  
Tienes el derecho de tener tus cosas en un lugar privado para usarlas cuándo quieras.



You have the right to see your friends, family, girlfriends or boyfriends every day.  
Tienes el derecho de ver a tus amigos, familia, novio(a) todos los días.



You have the right to use the telephone privately to make or get calls.  
Tienes el derecho de usar el teléfono para hacer o recibir llamadas en privado.



You have the right to have paper, stamps and envelopes for writing letters. You have the right to mail and get letters that are not opened.  
Tienes el derecho de tener papel, estampillas y sobres para escribir cartas. Tienes el derecho de mandar y recibir correspondencia sin que ésta haya sido abierta.



You have the right to say "NO" to electric shock therapy.  
Tienes el derecho de decir NO a la terapia de descargas eléctricas.



You have the right to say "NO" to anybody trying to change the way you act by hurting you, scaring you or upsetting you.  
Tienes el derecho de decir NO a cualquier persona que trate de cambiar tu manera de ser, lastimandote, asustandote o causandote un disgusto.



You have the right to say "NO" to brain surgery that people want to do because of the way you act.  
Tienes el derecho de decir NO a una operación del cerebro, tan sólo porque la gente quiere que cambies tu forma de actuar.



You have the right to choose how you want to spend free time and who you spend it with.  
Tienes el derecho de escoger como pasar tu tiempo libre y con quien.



You have the right to services that help you live, work and play in the most normal way possible.  
Tienes el derecho de recibir servicios que te ayuden a mejorar tu vida, a trabajar y jugar de la manera más normal posible.



You have the right to keep and spend your own money on the things that you want and to keep and use your own things.  
Tienes el derecho de tener y gastar tu dinero en cosas que quieras y tener y usar tus propias cosas.



You have the right to be treated well and with respect.  
Tienes el derecho de un trato justo y respetuoso.



You have the right to spend time alone or alone with a friend.  
Tienes el derecho de estar solo o con un amigo.



You have the right to go to school.  
Tienes el derecho de asistir a la escuela.



You have the right to see a doctor as soon as you need to.  
Tienes el derecho de ver a un doctor inmediatamente que lo necesites.



You have the right to be involved in a religion if you want to be.  
Tienes el derecho de participar en la religión que tu quieras.



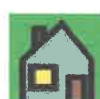
You have the right to meet people and take part in your community activities.  
Tienes el derecho de conocer a otras personas y a tomar parte en las actividades de la comunidad.



You have the right to exercise and have fun.  
Tienes el derecho de disfrutar y hacer ejercicio.



You have the right to say "NO" to things that will put you in danger.  
Tienes el derecho de decir NO a las cosas que pudieran ponerte en peligro.



You have the right to make choices about where you live, who you live with, the way you spend your time and who you spend your time with.  
Tienes el derecho de escoger en donde vivir, con quien vivir, la manera de como y con quien usar tu tiempo.



You have the right to say "NO" to drugs, being tied or held down, or being forced to be alone unless it is necessary to protect you or someone else.  
Tienes el derecho de decir "NO" a las drogas, de no ser atado, o de mantenerte separado al menos que sea necesario para protegerte o proteger a otras personas.



You may have other rights as provided by law or regulation.  
Tu pudieras tener otros derechos que la ley o las regulaciones proveen.







# CALIFORNIA HEALTH AND HUMAN SERVICES AGENCY PUBLIC CHARGE GUIDE

September 2019

## Every family is different, reach out for legal advice first.

An immigration or public benefits attorney can give you advice based on your specific situation. You can find a list of legal services providers on the California Department of Social Services [website](#).

It is important to have accurate information, before you make a decision regarding your public benefits, so you can make the right choice for the health and well-being of your family.

## Not all immigrants are subject to the new federal policy.

Many immigrants are not affected by this new federal policy.

It does **NOT** apply to lawful permanent residents (green card holders) who apply for citizenship, Refugees, Asylees, Special Immigrant Juveniles, certain trafficking victims, certain victims of qualifying criminal activity, or certain victims of domestic violence, among others.

## Not all programs are subject to the new federal policy.

Public programs used by your children, who are United States citizens, cannot be used against you or another immigrant parent in a public charge determination.

- ✓ If you are only receiving nutrition benefits through the Women, Infants, and Children Program or WIC, you are **NOT** impacted by this federal policy.
- ✓ If you are only receiving subsidies for health insurance coverage through Covered California, you are **NOT** impacted by this federal policy.
- ✓ If you are under the age of 21 and only receiving Medi-Cal benefits, you are **NOT** impacted by this federal policy.
- ✓ If you are a pregnant woman, or within 60 days following the birth of a child, and only receiving Medi-Cal benefits, you are **NOT** impacted by this federal policy.
- ✓ If you are only covered for emergency medical services as part of Medi-Cal, you are **NOT** impacted by this federal policy.

## Public Charge Policy

Under longstanding federal policy, the Federal Government can deny an individual entry into the United States, or adjustment to lawful permanent resident status, if he or she is determined likely to become a public charge.

Public charge is a term used in immigration law to refer to a person who is or might be dependent on public programs as their main source of support.

Application for or use of certain public benefits is just one factor of many that is considered in determining if a person is likely to become a public charge.

In August of 2019, the Federal Government released a new public charge policy. Under the new federal policy, a public charge is redefined as an immigrant who receives one or more public benefits for more than 12 months over a 36-month period.

## Effective Date

The federal policy change will not go into effect until **October 15, 2019**.

There are several legal challenges that are seeking to stop the federal policy from being implemented. If successful, there will be a delayed implementation, or the policy could potentially never go into effect.

Benefits, other than cash assistance and long-term care services, used before October 15, 2019, will not be considered in public charge determinations.

Need More  
INFORMATION?



<https://immigrantguide.ca.gov>

# FAST FACTS

California is home to many newcomers from all over the world. In an effort to integrate immigrants, California offers services that help immigrants become part of the social, economic and civic fabric of our state.

**11 million**

Californians are foreign born

**1 in 2**

Children in California has at least one immigrant parent

**74%**

Non-citizens live in households with a citizen

**\$715 billion**

Immigrants' contribution to California's economy

**35%**

California's civilian workforce is comprised of immigrants

**4.7 million**

Californians live with an undocumented family member

## Programs included in public charge consideration.

You should consult with an immigration or public benefits attorney to better understand the impact of accessing public programs, including but not limited to the following:

- ✓ CalWORKs or TANF
- ✓ CalFresh or SNAP
- ✓ Medi-Cal or Medicaid (Adults +21 Only)
- ✓ In-Home Supportive Services (Adults +21 Only)
- ✓ Supplemental Security Income

## Appointments scheduled prior to effective date.

You should keep your doctor, or any other health and human services, appointments that are scheduled prior to the October 15, 2019 effective date.

## Family members accessing public programs.

The Federal Government will only consider public benefits received directly by the person who is applying for the change in status, or if they're listed as a beneficiary. This means that your family members accessing public programs will have no impact on you.

## Personal information and your privacy.

The information you provide for the enrollment of public programs cannot be shared publicly. However, the Federal Government may share your information internally between its own departments and agencies. You should only provide the information that is necessary for eligibility determination.

## Impact on lawful permanent residents.

There is no public charge policy to renew a green card. There is no public charge policy to apply for citizenship (naturalization).

It is important for lawful permanent residents or green card holders to speak to an immigration or public benefits attorney before leaving the United States for more than 180 days. This federal policy could apply if a green card holder leaves the United States for more than 180 days. If a green card holder travels outside the United States for more than 180 days during one trip, the government can ask questions to see if the person is a public charge upon returning to the United States.





# AGENCIA DE SALUD Y SERVICIOS HUMANOS DE CALIFORNIA

## GUÍA SOBRE LA CARGA PÚBLICA

Septiembre de 2019

### **Cada familia es diferente; busque asesoramiento legal primero.**

Un abogado de inmigración o de beneficios públicos puede aconsejarlo sobre su situación específica. Hay una [lista de proveedores de asesoramiento legal](#) en el sitio web del Departamento de Servicios Sociales de California (lista solo disponible en inglés).

Es importante tener información acertada antes de tomar una decisión sobre sus beneficios públicos para que pueda tomar la mejor decisión para asegurar la salud y el bienestar de su familia.

### **No todos los inmigrantes están sujetos a la nueva política federal.**

Muchos inmigrantes no serán afectados por esta nueva política federal.

**NO** se aplica a las personas con residencia permanente legal (las personas que tienen una tarjeta verde o *green card*) que solicitan la ciudadanía, refugiados, asilados, inmigrantes menores de edad en situación especial, ciertas víctimas de la trata de personas, ciertas víctimas de la actividad criminal o ciertas víctimas de la violencia doméstica, entre otros.

### **No todos los programas están sujetos a la nueva política federal.**

El hecho que sus hijos ciudadanos de los Estados Unidos participen en programas públicos, no se puede utilizar en su contra o en contra de un padre/madre inmigrante cuando se toma una decisión sobre la carga pública.

- ✓ Si solo recibe beneficios de nutrición mediante WIC (Programa Especial Suplementario de Alimentos para Mujeres, Bebés y Niños), usted **NO** será afectado por esta política federal.
- ✓ Si solo recibe subsidios para cobertura médica mediante Covered California, usted **NO** será afectado por esta política federal.
- ✓ Si tiene menos de 21 años y solo recibe beneficios de Medi-Cal, usted **NO** será afectado por esta política federal.
- ✓ Si está embarazada, o si han pasado menos de 60 días desde la fecha del parto, y solo recibe beneficios de Medi-Cal, usted **NO** será afectada por esta política federal.
- ✓ Si solo tiene cobertura para servicios médicos de emergencia como parte de Medi-Cal, usted **NO** será afectado por esta política federal.

¿Necesita más  
**INFORMACIÓN?**



<https://immigra>

### **Política de carga pública**

Bajo la política federal existente, el gobierno federal puede negarle a un individuo la entrada a los Estados Unidos, o negarle su solicitud para la residencia permanente legal, si es probable que esa persona se convierta en una carga pública.

*Carga pública* es un término que se define en las leyes de inmigración y se refiere a una persona que depende de, o que podría depender de, programas públicos como su principal fuente de ingreso. Solicitar ciertos beneficios públicos solo es uno de los factores que se toman en cuenta para decidir si una persona tiene probabilidad de convertirse en una carga pública. En agosto del 2019, el gobierno federal publicó una nueva política de carga pública. Bajo la nueva política, *carga pública* ahora se refiere a un inmigrante que recibe al menos un beneficio público por más de 12 meses durante un período de 36 meses.

### **Fecha de vigencia**

El cambio en la política federal no entrará en vigor hasta el **15 de octubre de 2019**.

Hay varios litigios que buscan impedir la implementación de esta política. Si tienen éxito, la implementación se aplazará, y es posible que la política nunca entre en vigor.

Aparte de la asistencia monetaria y los servicios de cuidado a largo plazo, los beneficios que se usan antes del 15 de octubre de 2019 no se tomarán en cuenta en las determinaciones sobre la carga pública.

## DATOS DE INTERÉS

California es hogar de muchos migrantes de todas partes del mundo y ofrece muchos servicios para ayudarles a formar parte del tejido social, económico y cívico de nuestro estado.

**11 millones**

de californianos nacieron en otro país

**1 de cada 2**

niños en California tiene al menos un padre/una madre que es inmigrante

**74%**

de las personas no ciudadanas viven en el hogar con un ciudadano

**\$715 mil millones**

es la contribución de los inmigrantes a la economía de California

**35%**

de la fuerza laboral civil de California son inmigrantes

**4.7 millones**

de californianos viven con un pariente indocumentado

## Programas incluidos en la determinación sobre la carga pública

Usted debería consultar con un abogado de inmigración o de beneficios públicos para entender mejor las consecuencias de participar en programas públicos, que incluyen pero que no se limitan a los siguientes:

- ✓ CalWORKs (Programa de California de Oportunidades de Trabajo y Responsabilidad hacia los Niños) o TANF (Asistencia Temporal para Familias Necesitadas)
- ✓ CalFresh o SNAP (Programa de Asistencia Nutricional Suplementaria)
- ✓ Medi-Cal o Medicaid (solo para adultos de al menos 21 años de edad)
- ✓ Programa de Servicios de Apoyo en el Hogar o IHSS (solo para adultos de al menos 21 años)
- ✓ Programa de Ingresos Suplementales de Seguridad o SSI

## Citas que ocurren antes de la fecha de vigencia

Usted debería presentarse a todas sus citas médicas (o cualquier otra cita de salud o servicios humanos) que ha programado para una fecha antes del 15 de octubre de 2019- la fecha de vigencia de la política de carga pública.

## Miembros de la familia que usan programas públicos

El gobierno federal solo tomará en cuenta los beneficios públicos que el inmigrante u otro beneficiario de la solicitud de inmigración reciba directamente. Si los miembros de su familia usan programas públicos y usted solicita un beneficio de inmigración, esto no le afectarán a usted.

## Los datos personales y su privacidad

La información que usted proporciona para inscribirse en programas públicos no se puede divulgar públicamente. No obstante, el gobierno federal puede compartir sus datos personales con sus propios departamentos y agencias. Usted solo debería proporcionar la información que sea necesaria para la determinación de su elegibilidad.

## Los efectos en personas con residencia permanente legal

No hay una política de carga pública relacionada con la renovación de un *green card*. Tampoco hay una política de carga pública para solicitar la ciudadanía (naturalización).

Es importante que las personas con residencia permanente legal, las personas que tienen un *green card*, hablen con un abogado de inmigración o de beneficios públicos antes pasar más de 180 días fuera de los Estados Unidos. Es posible que la

política federal se aplique si una persona que tiene un *green card* pasa más de 180 días fuera de los Estados Unidos. Si una persona con un *green card* sale de los Estados Unidos y pasa más de 180 días fuera del país de un solo viaje, el gobierno puede hacerle preguntas para determinar si es una carga pública cuando vuelve a los Estados Unidos.





# Preventing Abuse of Your Special Needs Child (1/15/2019)



Here's a somber statistic: Individuals with intellectual and developmental disabilities are far more likely to be abused by someone they know than a stranger.

Abuse is any behavior that is unwanted, intentionally harmful, demeaning or insulting, or causes the victim to be afraid. This may include physical violence, sexual assault, bullying, emotional maltreatment or neglect.

Sadly, because an individual with intellectual and developmental disability may be perceived as an "easy target," the likelihood of abuse is four to 10 times higher than in typically developing peers. The abuse is more likely to occur repeatedly, over longer periods of time, and is presumed to be underrecognized and underreported.\*

[Alyssa Siegel, MD](#), offers parents and guardians tips to keep children with special needs safer from abuse, how to prevent abuse, and what to do if your child does suffer from abuse.

## Be familiar with your child's contacts

Get to know all individuals working with your child, including those working in your home, at school, therapy sessions and recreational activities. For caregivers or therapists that you are hiring privately, gather as much information as possible, including educational, employment and criminal history.

If they have previously worked for reputable institutions, it is likely that thorough background checks were done at that time. Investigate references to assure satisfaction in previous employment and departure on good terms. If the position requires professional certification, verify authentic licensure. Be sure that the prospective hire can explain any time gaps on their resume.

For center-based staff, including teachers, make impromptu visits and observe interactions before your child knows you are present.

## Educate your child early

Talk to your child about boundaries regarding words and touch. Revisit important concepts as your child's developmental ability and level of understanding changes. Outline the roles of the adults in your child's life and explain how they are expected to speak and behave with your child.

Review forms of discipline, who can impose a punishment, and what types of punishments are acceptable. Review the correct names of body parts. Indicate which body parts are private and when/where touching is OK. Talk about when and where it is OK to remove clothing or show private body parts.

Recently, pictures demonstrating acts of abuse and sexual anatomy have been added to some communication boards used by non-verbal individuals to help them understand and disclose acts of abuse.

## Describe sexual abuse in its different forms

This includes inappropriate talk, touch, or showing of pictures, as well as being asked or forced to say, show, or do something that is uncomfortable. Be sure to discuss that unwanted behavior can come from a known individual or a stranger. Talk about how to recognize whether sexual feelings are mutual or one-sided. Explain your child's domain over their own body and their right to say "No" to anything that feels intrusive.

## Promote a 'no secrets' policy at home

Create a comfortable and supportive environment for your child to communicate openly. As your child gets older, this should include open discussions about romantic feelings, sexual urges, and relationships. Reinforce that being the victim of unwanted behavior is NOT a secret, even if they have promised not to tell.

## Recognize signs of abuse

Evidence of abuse may be either physical or behavioral. Be sure that there is a plausible explanation for any skin markings or bruises, broken bones or head injury. Behavior changes may be subtle and non-specific, but changes in mood, eating habits or sleep, avoidance of school or social situations, or change in response to a specific place or individual may be worrisome.

Abuse may also cause a halt or regression in academic or social progress. Do not accept the suggestion that unusual new behaviors are "part of Down syndrome." If you are concerned, or not quite sure if you should be, speak to your primary care physician for immediate guidance.



# Don't underestimate the value of public advocacy

Advocacy organizations, such as [The Arc](#), strive to educate families and the general public about issues important to individuals with [Down syndrome](#) and are champions for improved public policy at federal and local levels. The community of parents, medical, legal and educational professionals that dedicate their efforts to exposing and addressing abuse in this population should continue to receive support.

Ever-increasing opportunities for self-advocacy have also empowered teens and young adults with Down syndrome to show the world their strengths and hear their voices. These efforts help to diminish the perceived imbalance of power that abusers exploit as they target individuals with Down syndrome.

**\* AUTHOR'S NOTE:** *Information regarding abuse of victims with intellectual and developmental disability is not further subdivided to isolate individuals with Down syndrome. Individuals with Down syndrome are statistically more likely to live with family members than in residential facilities, perhaps conferring a safer environment, hence a lower risk for abuse, than the broader constituency.*

## Additional resources

- [The Arc: Abuse of Children with Intellectual Disability](#)
- [Disability Justice: Abuse and Exploitation of People with Developmental Disabilities](#)

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**Alyssa Siegel, MD, is an attending physician at Children's Hospital of Philadelphia, providing primary care to children and adolescents.**

<http://www.eparent.com/education/prevention/all-life-of-your-special-needs-child/>





## Other information



intelligent *lives*

OPENING  
DOORS

## Announcing the National Primetime Broadcast!



intelligent *lives*

AMERICA  
REFRAMED

WORLD

***Intelligent Lives*** will be broadcast on  
public television's "America ReFramed" series  
on the WORLD Channel!

**Tuesday night, Oct. 22**  
**8 ET / 7 CT / 10 MT / 9 PT**

You can use this broadcast to open doors to inclusive education and employment. Here's how:

- **Mark your calendar** to watch with family and friends.
- **Download our [engagement guide](#)** with links to a social media kit, discussion guide, and more.
- **Spread the news** by sharing the [broadcast page](#) by email and social media, or using posts and tweets from our [social media toolkit](#).

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*Intelligent Lives* tells the stories of three pioneering young American adults with intellectual disabilities – Naieer Shaheed, Micah Fialka-Feldman, and Naomie Monplaisir – who challenge perceptions of intelligence as they navigate high school, college, and the workforce.

Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the history and impact of intelligence testing.

**FIND YOUR LOCAL STATION**

**KVIE**

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Follow us on social media for the latest INTELLIGENT LIVES news and resources

